**Mareham Le Fen Writing Progression**

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|  | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonic & Whole word spelling**children should: | Listen to and hear the sounds in cvc, cvcc and ccvc words (LIT)Recall and idebtify the taught GPCs (the letters that represent the sounds) (inclus=ding some digraphs) on a grapheme mat and use this when writing (LIT)Spell some taught common exception/high frequency and familiar words (LIT) | spell words containing each of the 40+ phonemes taughtspell common exception wordsspell the days of the weekname the letters of the alphabet in orderuse letter names to distinguish between alternative spellings of the same soundspell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, redmake phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations  | segment spoken words into phonemes and representing these by graphemes, spelling many correctlylearn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophoneslearn to spell common exception wordsdistinguishing between homophones and near-homophones | spell further homophonesspell words that are often misspelt (Appendix 1) | spell further homophonesspell words that are often misspelt (Appendix 1) | spell some words with ‘silent’ letterscontinue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 | spell some words with ‘silent’ letterscontinue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 |
| **Other word building spelling**children should: |  | usie the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsuse the prefix un–use –ing, –ed, –er and –est where no change is needed in the spelling of root wordsapply simple spelling rules and guidance from Appendix 1 | learn the possessive apostrophe (singular)learn to spell more words with contracted formsadd suffixes to spell longer words, including –ment, –ness, –ful, –less, –lyshow awareness of silent letters in spelling e.g. knight, writeapply spelling rules and guidelines from Appendix 1 | use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary | use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary | use further prefixes and suffixes and understand the guidance for adding themuse dictionaries to check the spelling and meaning of wordsuse the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | use further prefixes and suffixes and understand the guidance for adding themuse dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary |
| **Transcription**children should: |  | write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |  |
| **Handwriting**children should: | Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)Develop the foindations of a handwriting style which is fast, accurate and efficient (LIT)Form lower case and capital letters correctly (LIT)know how to write the taught letters (LIT) | sit correctly at a table, holding a pencil comfortably and correctlybegin to form lower-case letters in the correct direction, starting and finishing in the right placeform capital lettersform digits 0-9understand which letters belong to which handwriting ‘families’ and to practise theseproduce recognisable letters and words to convey meaning and another person can read writing with some mediation | form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  use spacing between words that reflects the size of the letters. | use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting | use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting | choose which shape of a letter to use when given choices and deciding whether or not to join specific letterschoose the writing implement that is best suited for a task | choose which shape of a letter to use when given choices and deciding whether or not to join specific letterschoose the writing implement that is best suited for a task |
| **Contexts for Writing**children should: | Child initiated writing (in role, and for purpose):write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes  | write narratives about personal experiences and those of others (real and fiction)write about real eventswrite poetrywrite for different purposes | write narratives about personal experiences and those of others (real and fictional)writing about real eventswriting poetrywriting for different purposes | discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownin writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed | identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownin writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed |
| **Planning Writing**children should: | **Think of, say** and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)  | say out loud what they are going to write aboutcompose a sentence orally before writing it | plan or saying out loud what they are going to write about | discuss and recording ideascompose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | discussing and recording ideascompose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | note and develop initial ideas, drawing on reading and research where necessary | note and develop initial ideas, drawing on reading and research where necessary |
| **Drafting Writing**children should: | To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)  | sequencing sentences to form short narratives | writing down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentence | organise paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices (headings & subheadings) | organise paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprécising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprécising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader |
| **Editing Writing** | To check written work by reading and make changes where necessary.(LIT)  | re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils  | evaluate their writing with the teacher and other pupils reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproofread to check for errors in spelling, grammar and punctuation | assess the effectiveness of their own and others’ writing and suggesting improvementspropose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproofread for spelling and punctuation errors | assess the effectiveness of their own and others’ writing and suggesting improvementspropose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproofread for spelling and punctuation errors | assess the effectiveness of their own and others’ writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensure the consistent and correct use of tense throughout a piece of writingensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproofread for spelling and punctuation errors | assess the effectiveness of their own and others’ writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensure the consistent and correct use of tense throughout a piece of writingensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproofread for spelling and punctuation errors |
| **Performing Writing**children should: | Think of, say and write a simple sentence, sometimes using a capital letter and full stop.  | read their writing aloud clearly enough to be heard by their peers and the teacher. | read aloud what they have written with appropriate intonation to make the meaning clear | read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |  read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| **Vocabulary**children should: | Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using **newly introduced vocabulary** and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)  | leave spaces between wordsjoin words and joining clauses using "and"use familiar adjectives to add detail e.g. red apple, bad wolf | use expanded noun phrases to describe and specifyattempt some varied vocab and use some varied sentence openings e.g. time connectivesuse co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses | extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughchoose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | use some expanded noun phrases to describe and specifyextend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughchoose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | use a thesaurususing expanded noun phrases to convey complicated information conciselyuse modal verbs or adverbs to indicate degrees of possibility | use a thesaurususe expanded noun phrases to convey complicated information conciselyuse modal verbs or adverbs to indicate degrees of possibility |
| **Grammar**(edited to reflect content in Appendix 2)children should: | To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)  | use regular plural noun suffixes (-s, -es)use verb suffixes where root word is unchanged (-ing, -ed, -er)use un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narrativesseparate of words with spacesuse sentence demarcation (. ! ?)use capital letters for names and pronoun 'I') | use coordination (using and, but, or)use commas in listsuse sentences with different forms: statement, question, exclamation, commanduse the present and past tenses correctly and consistently including the progressive formuse subordination (using when, if, that, or because) and co-ordination (using or, and, or but)use some features of written Standard Englishlearn how to use selected grammar for year 2use and understand grammatical terminology when discussing writing | using the present perfect form of verbs in contrast to the past tenseform nouns using prefixesuse the correct form of ‘a’ or ‘an’use word families based on common words (solve, solution, dissolve, insoluble)use fronted adverbialsuse conjunctions, adverbs and prepositions to express time and causelearn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing writing and reading | use present perfect form of verbs in contrast to the past tenseform nouns using prefixesuse the correct form of ‘a’ or ‘an’use a wide range of fronted adverbials punctuated correctly use word families based on common words (solve, solution, dissolve, insoluble)use conjunctions adverbs and prepositions to express time and causelearn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing writing and reading | use the perfect form of verbs to mark relationships of time and causeuse relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronounconvert nouns or adjectives into verbsuse verb prefixesuse devices to build cohesion, including adverbials of time, place and number | recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsuse passive verbs to affect the presentation of information in a sentenceuse the perfect form of verbs to mark relationships of time and causeunderstand the differences in informal and formal languageunderstand synonyms & Antonymsuse further cohesive devices such as grammatical connections and adverbialsuse of ellipsis |
| **Punctuation**(edited to reflect content in Appendix 2)children should: | Think of, say and write a simple sentence, **sometimes using a capital letter and full stop**. (LIT)  | begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation markuse a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | develop understanding by learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) |  begin to use commas after fronted adverbialsindicate possession by using the possessive apostrophe with singular and plural nounsuse and punctuate direct speech (including punctuation within and surrounding inverted commas) | use commas after fronted adverbialsindicate possession by using the possessive apostrophe with singular and plural nounsuse and punctuate direct speech (including punctuation within and surrounding inverted commas) | use commas to clarify meaning or avoid ambiguity in writinguse brackets, dashes or commas to indicate parenthesis | use hyphens to avoid ambiguityuse semicolons, colons or dashes to mark boundaries between independent clausesuse a colon to introduce a list punctuating bullet points consistently |
| **Grammatical Terminology** | letter , capital letter, word, sentence, full stop  | **letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark** | **noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma**  | **adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)**  | **determiner, pronoun, possessive pronoun, adverbial** | **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**  | **subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points** |

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